

Preliminary PK-3 ECE Specialist Instruction Preconditions Evidence Guide Specific for Interns

The eleven program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.

PRECONDITION	EVIDENCE REQUIRED
<p>(1) Baccalaureate Degree Requirement. Candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.</p>	<p>Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates that candidates admitted into the internship program must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.</p>
<p>(2) Demonstration of Subject Matter Competence. The approved Preliminary PK-3 Early Childhood Specialist Instruction preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options:</p> <p>(a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, or a related major.</p> <p style="text-align: center;">OR</p> <p>(b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.</p>	<p>Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates that candidates must have demonstrated the subject matter requirement competence prior to being recommended for the intern credential.</p>

PRECONDITION	EVIDENCE REQUIRED
<p>(3) Preservice Requirement. Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content in the following:</p> <ul style="list-style-type: none"> (a) State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with <u>California's K-3 Student Content Standards and Frameworks</u> and the <u>Preschool Learning Foundations</u> and <u>Curriculum Framework</u> in the core curriculum areas for grades PK-3). (b) General pedagogical strategies for PK-3 children, including classroom management and planning. (c) Subject specific pedagogy, as appropriate to content areas for children in PK-3 settings. (d) Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3. (e) Instruction in English Language Development for multilingual and English learner students. 	<p>Link to the minimum 120 clock hour pre-service requirements in program website, specific page in handbook, admission form/ checklist, course descriptions, or other authentic program documentation that provides evidence of the preparation of interns in each of the listed pre-service components (a) – (e).</p>

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<p>(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved PK-3 Early Childhood Specialist Instruction program of teacher preparation. The plan shall include all the following: Provisions for an annual evaluation of the intern.</p> <ul style="list-style-type: none"> (a) A description of the courses to be completed by the intern and a plan for the completion of preservice or other clinical training, if any, including student teaching. (b) Additional instruction during the first semester of service, for interns teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities. (c) Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children. 	<p>Link to an explanation of Professional Development Plan or blank Professional Development Plan located on program website, specific page in handbook, or other authentic program documentation that includes components (a) – (c), as applicable, to the intern program.</p>

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<p>(5) Supervision of Interns. In all intern programs, the participating institution in partnership with the employing districts shall do the following prior to the intern teacher assuming daily teaching responsibilities:</p> <ul style="list-style-type: none"> (a) Complete a signed Memorandum of Understanding between the commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided. (b) Identify a mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential and a minimum of 3 years of successful teaching experience. <p>Additionally,</p> <ul style="list-style-type: none"> (c) In all intern programs, the participating institutions, in partnership with employing districts, shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners for candidates without a valid English learner authorization. (d) The intern program ensures that its partner employing district identifies an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children’s language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed. (e) No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. 	<ul style="list-style-type: none"> 1. Link to specific page of handbook, program website, or other authentic program documentation that explains components (b) – (e). 2. Link to the tracking sheet, program checklist, or other authentic program documentation used to verify the 144 hours, and additional 45 hours, of annual support and supervision of interns. If this information is housed in an internal database, screenshots can be provided. 3. For the purposes of Initial Program Review, provide a template of a planned Memorandum of Understanding (MOU), that details components (b) – (e). For currently Commission-approved PK-3 ECE credential programs in Years 1 and 4 of the accreditation cycle, provided a signed MOU that details components (b) – (e).

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<p>(6) Assignment and Authorization. The program understands and communicates to the intern the scope of the authorization for the PK-3 ECE Specialist Instruction intern credential. The institution stipulates that the intern's services meet the instructional or service needs of the participating districts.</p>	<ol style="list-style-type: none"> 1. Link to specific page of handbook, program website, or other authentic program documentation that explains to interns the scope of the authorization of the credential. 2. Copy of signed MOU/MOU template used with district that states that the interns' services meet the instructional or service needs of the participating district(s).
<p>(7) Participating Districts. Participating districts are California public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.</p>	<p>Provide a list of the school districts or county offices of education in which interns serve.</p>
<p>(8) Length of Validity of the Intern Certificate. Programs must communicate to interns that each PK-3 ECE Specialist Instruction intern certificate will be valid for a period of two years.</p>	<ol style="list-style-type: none"> 1. Link to specific page of handbook, program website, or other authentic program documentation that explains to interns the length of validity of the intern certificate. 2. Copy of MOU(s) with partnering district(s) that includes length of validity of the intern certificate.
<p>(9) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.</p>	<ol style="list-style-type: none"> 1. Link to specific page of handbook, program website, or other authentic program documentation that states that interns may not displace certificated employees. 2. Copy of MOU with district(s) that certifies that interns may not displace certificated employees.

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<p>(10) Justification of Intern Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.</p>	<p>Letters of support from partnering district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program.</p>
<p>(11) Bilingual Language Proficiency. Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. <i>Reference: Education Code Section 44325(c)(4).</i></p>	<p>This precondition is applicable only for programs that have been approved to offer a Bilingual Authorization program. Programs not approved to offer a Bilingual Authorization program may not place candidates in bilingual settings.</p> <ol style="list-style-type: none"> 1. Link to program website or candidate handbook with program requirements indicating that language competence must be met prior to being recommended for the intern credential for candidates who are dually enrolled in a bilingual authorization and intern program. 2. Program checklist or equivalent that demonstrates how and when the program verifies the candidate has met the language competence requirement.